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ABSTRACT

The College Board sponsored a series of 5 conferences in 5 southwestern cities for educators in Arizona, California, Colorado, New Mexico, and Texas from 31 July through 4 August, 1972. The conferences were held in Phoenix, San Diego, Denver, Albuquerque, and Austin. The purpose of the conferences was to explore ways to bring about improvements in access to higher education for Mexican Americans. As a result of these conferences there were 147 recommendations, from which 30 were selected as being relevant to the entire region. The 30 recommendations of more than 200 educational leaders throughout the southwest are included in this report. These recommendations have been grouped into 4 categories: (1) recommendations to conferees, (2) recommendations to institutions, (3) recommendations to governmental agencies, and (4) recommendations to private agencies. The individual state recommendations are also included. (NQ)

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Access to College for Mexican Americans in the Southwest

Report of Action Conferences

July 31 - August 4, 1972

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EDUCATION & WELFARE
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College Entrance Examination Board, 1972

SOUTHWESTERN COMMITTEE FOR HIGHER EDUCATION

SURVEY NO. 6

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CONFERENCE REPORT

From July 31 through August 4, 1972 the College Board sponsored a series of five conferences in five southwestern cities for educators in Arizona, California, Colorado, New Mexico and Texas to explore ways to bring about action that would lead to improvements in access to higher education for Mexican Americans. These conferences were follow-up activities in a College Board project funded by the Esso Education Foundation. This two-part project was under the direction of an eight-man Steering Committee composed primarily of Mexican American educators in the afore-mentioned five states. The first part included a June, 1972 survey of the nature and extent of access to college for Mexican Americans to the southwest. The resulting report, entitled Access to College for Mexican Americans in the Southwest, related the findings of this survey of nearly 200 colleges and universities. Published in July, over 7,000 copies were distributed nationally. Additional copies may be obtained by writing to the College Board's Publications Order Office, Box 592, Princeton, New Jersey, 08540.

Although invitations were sent to large numbers of college presidents, only a few came. Instead most designated some other member of their administration - frequently the Director of Minority Affairs - to come. This circumstance led one college president who did attend to remark: "The absence of my colleagues simply illustrates the problem Mexican Americans face in getting a fair chance in the system. Those in positions to make decisions that would bring about change refuse to become personally informed and concerned. They typically delegate their 'minority staff representative' to come to these things, but when he returns he naturally has to compete with a host of others for the President's attention. And that is never as effective as when the President gets the word first hand." An example

of the desirability of first-hand knowledge is the instance of a member of the board of trustees of a state college system who, at the end of his day's session, commented that "when I get back, I'm going to take another look at our financial aid office set-up. From what I heard today, the staff in financial aid offices probably have more impact on whether or not a Mexican American kid enrolls in college than anyone else at our institutions."

A total of approximately 220 individuals attended the five conferences, with the number as follows:

San Diego	- 65
Phoenix	- 43
Denver	- 46
Albuquerque	- 29
Austin	- 37

A list of those attending each conference is included in Appendix A. Although the list is reasonably complete, some individuals in attendance may have failed to register and are not included.

Both the planning and operation of the five conferences were primarily the responsibility of the Steering Committee. The chairmen of the day-long sessions in each instance were Committee members from the state in which the particular conference was being held. In preparation for these meetings the committee met two weeks beforehand to analyze the factual survey report in order to identify the most significant findings and make suggestions for necessary action to attack some of the problems that had been brought to light during the survey. The committee report (Appendix B) is the result. It was sent to all conferees prior to the conferences and served as a stimulus for the development of conference recommendations.

As the reader can see from a glance at the individual state recommendations (Appendices C-G), some recommendations were made in nearly every conference while others, including some that appear to be quite significant, were mentioned in only one. There were 147 recommendations in all, and from that number and from other suggestions made by Committee members, 30 were selected to be included in the composite list that follows. These 30 represent not only recommendations that seem particularly significant, but also, for the most part, those that are relevant to the entire region. These recommendations have been grouped into four categories based upon the audience for whom they seem intended: recommendations to conferees, recommendations to institutions, recommendations to governmental agencies, and recommendations to private agencies. Readers in each group are encouraged to study the recommendations addressed to them and to begin to initiate appropriate activity as soon as possible.

Although both the recommendations presented here and those in the appendices represent the collective thinking of the conferees, no special attempt at consensus was made. For this reason, therefore, the extent to which any particular conferee might endorse any given recommendation is unknown. Further, although the College Board sponsored these conferences and strongly supports the concept of equal educational opportunity and the thrust of these recommendations in general, this report should not be regarded as a College Board policy statement but rather as what it is - the collective recommendations of more than 200 educational leaders throughout the southwest.

Recommendations to Conferees

1. Write Congressmen to urge funding of the Higher Educational Amendments of 1972.

This legislation is widely regarded as extremely significant with considerable possibilities for increased financial aid to needy students as well as needed aid to institutions. At the time of this writing (some three months after Congressional authorization), however, an appropriate bill has yet to be introduced. Further, there is skepticism in some quarters that the Amendments will be adequately funded. In fact, there are some who even question whether Congress will fund the legislation at all.

2. Write the United States Commissioner of Education urging not only that he actively support full funding of the Higher Education Amendments of 1972 but also that he identify any major weaknesses in the legislation and offer technical amendments to overcome them.

As conferees discussed the legislation, they uncovered what appear to be obvious weaknesses. The following example highlights their concern. Because the formula for institutional aid is largely based upon the number of students participating in federal aid programs, it appears that institutions would receive more institutional aid if they awarded numerous small amounts to partial need cases rather than a few large amounts to total need cases. In other words, an institution might be financially penalized for enrolling and giving adequate aid to large numbers of low-income students.

3. Present the survey results and conference recommendations to college and university academic senates as well as to faculty members individually.

There was widespread feeling that faculties more than administrators are the primary force retarding expanded opportunities for Mexican Americans both as students and as professors. A suggestion was made in the California Conference that the College Board (in addition to or in conjunction with individual conferees) organize field presentations on major college campuses across

the state.

4. Take the lead in gaining opportunities to present the survey results and conference recommendations at various meetings of appropriate professional associations.

This process has already begun. As of this writing, either College Board staff members or Steering Committee members are scheduled to make presentations to the California Personnel & Guidance Association, the Texas Personnel and Guidance Association, the Texas Association of Collegiate Registrars & Admissions Officers, the National Association of College Admissions Counselors, and the College Board annual meeting.

5. Initiate contact with statewide higher education coordinating boards and/or other appropriate organizations that publish regular newsletters to secure space to present brief descriptions of successful collegiate efforts to reach out to Mexican American (and other) youth and adults in the community to recruit, enroll, and support them in their educational advancement.

A primary source of ideas is the experience of others, and several individuals attending the conferences expressed a real desire to know what other institutions were doing to meet the needs of those non-traditional students. Again, the process has already started. At the close of the Texas conference a representative of the Commissioner of the Coordinating Board of the Texas College and University System indicated that she would see that material sent to her is printed in their monthly newsletter.

6. Consider development of a major foundation that would dedicate its efforts, at least in its early years, solely to meeting the needs of Mexican American youth.

Although this recommendation came out of only one conference, conferees in other states may wish to follow up on it. One suggested initial strategy would be to contact regional and statewide Mexican American organizations in an assessment of interest and support.

7. Become familiar with and disseminate information about the various reports being published by the U. S. Civil Rights Commission as a result of their comprehensive 1969 study of Mexican Americans in elementary and secondary schools in the southwest.

Currently, three reports in the series have been published, and together they represent the most descriptive and insightful account available on the educational problems confronting Mexican Americans.

8. Contact the Federation of Rocky Mountain States with respect to having input into the development of software for a satellite to serve eight Rocky Mountain States beginning in 1974.

One suggestion was that one component include information in Spanish on college opportunities, financial aid, and special services. Another was that there might be some tie-in with the program in career education that the Federation is developing. As a result of this recommendation, the College Board has made an initial contact with the Federation.

9. Develop "grass roots" political action in Arizona to make public education free from kindergarten through the Bachelor's degree.

Arizona conferees recognized that the process to achieve this end would be extremely long and arduous, but they suggested that an initial step should be letters to leaders of Mexican American groups throughout the state urging their active support in political action toward this goal of free public education. This recommendation is included in the composite because although it is focused on only one state, the impact that would result from implementation of such a concept would be considerable both in Arizona and throughout the country.

10. Recognizing that many programs and projects focusing on minority students are supported by outside funding, institutions must make provisions in their budgets to assume the costs of such programs if and when existing funding ceases.

Individuals in all five conferences expressed repeatedly the concern

that few institutions seem to have "institutionalized" their commitment to Mexican American students. According to many who work on college campuses, institutional commitment in terms of program support typically rises or falls depending upon the availability of outside dollars. To combat this tendency colleges and universities need to: 1) be convinced that it is essential to provide junior and senior college education to large numbers of minority students, including those who might be underprepared, 2) offer regular rank and standing to faculty and staff working in programs for minority/poverty students, and 3) reorganize regular student support services so as to include those unique features of "Special Services" programs. One conferee offered the further suggestion that as colleges have more students engaged in three-year college programs, the money saved should be used to help those who, for one reason or another, may take four or five years to complete their degrees.

11. Those colleges not yet providing special support programs for Mexican Americans but who are in "service areas" having a large number of such individuals should either develop such programs immediately or, preferably, include the critical features of such programs in regular student services.

Although most educators agree that the door to higher education should not be just a revolving door for Mexican Americans, many institutions have yet to develop effective support programs to aid students in their struggle for success in college. Consideration might be given to the development of programs which, though judged to be effective at many institutions, have often fallen victim of the budget axe.

12. Provide in-service training both to college faculty and staff and to elementary and secondary school faculty and staff to prepare them to deal more effectively with students from bilingual, bicultural backgrounds.

The feeling was widespread among the conferees that faculty and staff at all levels are woefully lacking in their understanding of Mexican American

students. Many were upset, though not surprised, to learn that according to the Civil Rights Commission survey of 1969 the use of Spanish was still discouraged on the school grounds at 15% of the elementary schools in the Southwest. At the college level, one group that needs particular training is the clerical staff that work in student support service areas. These individuals often have frequent contact with Mexican American students, thus they need to possess an understanding not only of the Chicano as a student but also of any special admissions or aid procedures that have been adopted for such students.

13. Evaluate the utility and rigidity of existing admissions requirements with respect to the enrollment of Mexican American students.

Although the results of considerable research support the predictive validity of high school grades and college entrance examinations for successful college performance of minority students, the primary concern of those conferees who discussed this issue was that other factors such as student aspiration and motivation are also critical factors in consider in the admissions process. In short, most conferees were calling for more flexibility in admissions requirements. Some, of course, opt for open admissions at all institutions. Others suggest that the GED certificate should be more widely accepted as a sufficient criterion for admission. Texas conferees urged that "increased representation of minority groups [be accomplished] by modifications such as conditional admissions programs and the use of alternative methods of evaluating probability of successful college performance."

14. In the identification and recruitment of Mexican American students, make better use of Mexican American community agencies and Spanish language media. Also, make better use of Mexican American faculty, students, and alumni.

Mexican American conferees vigorously maintained that there is no shortage whatsoever in the supply of Mexican American young people who could succeed in college. Nor is the program one of not being able to find such students, because they are known to various community agencies, including the Catholic church. One part of the problem for many students is that they do not regard college attendance as a realistic postsecondary school option. It is alien territory to them. People, or groups of people, should become more directly involved in motivating Mexican American students in seeking access to higher education. This, of course, is where contact with another Mexican American who is either a college student or college graduate is extremely helpful. The Colorado conferees took this recommendation a step further by suggesting that colleges, either alone or in cooperation with high schools and/or community agencies, might establish store-front counseling centers in the barrios.

15. Recognizing that many low-income students apply to college far later than the typical middle or upper-income applicant, consider the possibility of having flexible deadlines on financial aid awards.

Some conferees supported the concept of earmarking a portion of the aid budget for later than normal distribution; others strongly opposed it. Those in opposition felt that such a procedure would be unfair to those applying early and would be extremely difficult to administer. They urged instead that institutions increase their emphasis on early application, particularly among those who traditionally apply late. Those supporting the recommendation agree that the emphasis should be on early application but reasoned that, for some time to come, factors will exist that cause many qualified students not to focus attention on a second door (college admission) until they have completely passed through the first door (high school graduation). If this does continue to hold true, therefore, measures must be taken to assure that insufficient finances will not deprive these students of an opportunity

to attend college.

16. Insofar as possible Mexican American students receiving financial aid through the College Work-Study Program should work in activities that would likely have an impact on college persistence and success of other Mexican American students. These activities might include working in the counseling office, the financial aid office, or in a special services program, to name a few possibilities.

There was widespread feeling among conferees that Work-Study students are a valuable resource for use in student service areas, but that frequently they are used simply as a source of "cheap labor" for maintenance of the campus. Whether or not this assertion is valid, the concern was that these Mexican American students engage in activities that: 1) are educationally meaningful for them, and 2) help to create a supportive campus environment so vital to the academic success of students, among them some Mexican Americans, who have to this point developed only a marginal commitment to pursuing higher education.

17. Move agressively ahead with implementing institutional affirmative action plans; specifically, more Mexican Americans must be hired both in faculty and administrative positions and in student support areas, such as in the counseling and financial aids offices.

Among the several sub-recommendations suggested by conferees as means of achieving greater Mexican American representation on faculties, administrations and in support areas were: 1) publicize position openings throughout the Mexican American community through appropriate agencies and news media; 2) become more flexible with respect to necessary administrative and counseling credentials; 3) in hiring Mexican Americans to faculty positions, institutions (particularly community colleges where the need for Mexican Americans is likely to continue to be the greatest) should be prepared to release them for a portion of time to finish graduate studies. Many conferees were quite willing to admit that there is truth

in the oft-heard assertion, "there are just not enough qualified Chicanos around," but felt that rather than being an excuse for not hiring Mexican Americans, this situation should spur the adoption of flexible approaches such as those just suggested. Neither society at large nor the Mexican American community in particular will be well-served by maintaining the status quo.

18. <u>While granting some credit for remedial/developmental courses might be desirable in the short run at four-year colleges, the long-range objective should be to create curricular offerings and structures that take advantage of the skills and orientations of Mexican American students</u>.

As senior colleges seek to meet the needs of Mexican Americans, they must treat the curriculum dynamically. If, for example, bilingual, bicultural courses and/or courses emphasizing learning by doing are helpful, colleges should move rapidly to incorporate such innovations across disciplines. Institutions must recognize, as many already do, that traditional forms of education -- and particularly traditional forms of remedial education -- do not suit everyone. In fact, perhaps they really suit very few.

<u>Recommendations to Governmental Agencies</u>

19. <u>Measures need to be taken by the governors and/or other appropriate groups in the Southwest to assure adequate Mexican American representation on governing and coordinating boards of higher education</u>.

In some Southwestern states (what are they?), there is not even one Mexican American on state college and university Board of Regents, let alone adequate representation. The same is true for community colleges. Although many have service areas that include large numbers of Mexican Americans, almost all of their Boards of Trustees are dominated numerically by Anglos.

20. Each state legislature should direct appropriate state education agencies to appoint a special task force to establish and coordinate an effective plan for remedial work on the elementary, secondary, and higher educational levels throughout their state.

This recommendation is the first to include the elementary and secondary levels of education explicitly, but to do otherwise would result in an incomplete, "tip of the iceberg" investigation of remedial education. This can be most clearly stated by noting that if remediation was effective at the lower levels of education, there would be little need for developmental or remedial courses and programs at the college level. One area of real concern to both community and senior colleges and one which the task forces should consider is development of transfer credit policies for such courses.

21. In line with Recommendation 17 State Departments of Education should reassess their credential requirements for administrators and other institutional personnel with an eye toward developing more flexibility.

22. In recognition of the fact that increasingly more demands are being placed on college and university financial aid offices not only to award aid but also to counsel students, governmental agencies and college high-level administrators should reassess the working budgets of financial aid offices.

Some financial aid offices may receive 3% of their federal aid budget as an administrative allowance. Conferees strongly expressed the feeling that this amount was insufficient to meet the demands thrust upon them. Although the size of the allowance and the means by which it is determined may vary, the sentiment among financial aid officers at the conferences was the same: not enough financial resources to operate satisfactorily. Again there should be institutionalized commitments to the function of student financial aids with sufficient institutional as well as outside funding to support aid office operations.

23. Congressmen interested in expanding educational opportunity should work for full funding of the Higher Education Amendments of 1972. These Congressmen should also support technical amendments offered by the U. S. Commissioner of Education to overcome weaknesses in the legislation's provisions (See recommendations 1 and 2).

24. State Coordinating Boards of Higher Education and/or other appropriate groups need to give systematic attention to junior - senior college articulation, particularly with respect to course transferability.

As more and more students begin their collegiate educations in community colleges, issues relating to transferring take on increased importance. Perhaps the most critical problem continues to be recognition by senior colleges of credit earned at 2-year institutions. Some four-year colleges grant full junior standing to community college graduates, whereas others consider each course separately. For students who, for one reason or another, have taken remedial courses or courses that were part of a terminal program the problem is usually even more acute. In addition to questions of transfer credit, other key issues that need systematic attention include: financial aid earmarked for transfers, curriculum articulation, guidance at the community college, admissions procedures, academic standards, retention at the senior college, and space at the senior college.

25. Both Congress and the U.S. Office of Education need to recognize that the annual budget for commuting students attending even a tuition-free community college typically runs well over $1,000 and in recognition of this fact they need to consider the extent to which financial aid appropriations must be expanded to such institutions.

The decision of what figures to use in calculating community college student budgets has considerable impact on the amount of federal aid awarded, particularly with respect to the authorized-but-not-yet-funded Basic Educational Opportunity Grants. At the time of the conferences that decision was still pending, but some conferees were concerned that the more traditional "direct cost" figure of $300-400 might be used. If that were to happen, many Mexican American students, including a large number who are expected to contribute

to the maintenance and upkeep of their families, no doubt would find the aid awards insufficient to enable them to attend college.

Recommendations to Private Agencies

26. Some association, such as the College Board, should develop a summer workshop project with foundational and/or governmental assistance to identify, train, and place Mexican Americans in admissions and financial aid positions.

The need for more Mexican Americans in these positions was documented in the survey report. According to that report there are currently only about 100 Mexican American financial aid officers and 115 Mexican American admissions officers in the entire Southwest. Conferees suggested that whatever association conducts these workshops should work jointly with an appropriate Mexican American group.

27. Some foundation should develop a program to make financial aid available to selected Mexican American undergraduates to encourage and enable them to undertake graduate training.

All minority groups have a desperate need for more highly trained professionals, and an aid program such as this might operate on a principle similar to that used by the Ford Foundation in developing its Upper Division Scholarship Program. This latter program currently is administered by the College Board, with aid awarded to needy, able minority community college graduates who wish to continue their studies at a senior college.

28. State personnel and guidance associations should sponsor workshops and use other devices to help junior and senior high school counselors better understand the needs and aspirations of Mexican Americans. The National Education Association state organizations should conduct similar activities for secondary school teachers.

There was widespread feeling among conferees that secondary school personnel are a critical variable in whether or not a Mexican American succeeds in high school and goes on to college. Further, they felt that in far too many instances the attitudes and actions of such personnel tend to discourage rather than encourage these students. Of course, this situation is not unique to Mexican Americans, but frequently occurs with reference to students whose socioeconomic or cultural background is dissimilar to that of the traditional college student population.

29. Whenever new appointments are made to the staffs or advisory committees of educational associations in the months to come, careful consideration should be given to Mexican American representation.

30. The College Board, or some other appropriate organization, should investigate the extent to which institutions have taken steps to implement their affirmative action plans (See Recommendation 17).

Implementation of this recommendation would be difficult for whatever organization assumed the task, but the concern behind the statement is that although institutions are required to file affirmative action plans with the U. S. Office of Education, they are not required to submit progress reports. Perhaps the more effective organizational strategy would be for several educational associations to call on the U. S. Office of Education to require such progress reports.

Recommendations from the

San Diego Action Conference

1) Participants should write to their legislators requesting full funding for student financial aid grants such as the Educational Opportunity Grants and Basic Educational Opportunity Grants.

2) Along the lines of a voucher system, students should receive grants directly and use them at institutions of their choice.

3) There should be more Chicano financial aid and admission officers in colleges and universities throughout the Southwest. Until this recommendation is effected; however, Anglo officers should bring their Chicano staff members to meetings and conferences which focus on the problems of minorities.

4) CEEB should develop and distribute a questionnaire or other instrument which would force college administrators to evaluate themselves in terms of their progress toward providing equality of opportunity for minorities.

5) There should be more minority representation in programs for minorities such as the Affirmative Action Program.

6) The conferees endorsed enthusiastically the Committee's recommendations for "desirable outcomes" (see Appendix B) and suggested that they be rewritten to make them "action" items.

7) CEEB, through its publications, workshops, research, etc. should recognize minorities other than Black.

8) CEEB should examine its employment priorities and hire a Mexican American in WRO.

9) The executive officers of CEEB should play an active role in developing programs for Mexican Americans in higher education.

10) Women (Chicanas) should be represented on committees such as the HES Committee.

11) Results of the Survey and the five conferences should be presented on college campuses with focus on the academic senates.

12) Messrs. Dumke and Brossman and others in similar positions should be notified of the results of the conferences.

13) The results of the conferences should be published in the College Board News.

14) Four-year colleges should provide credit for alternative types of courses (or experiences) taken by community college students - i.e., developmental and remedial courses, Chicano history, community work.

15) The HES Committee, in view of what is said at the five conferences, should establish priorities among the recommendations.

16) CEEB should study institutions' affirmative action plans more closely to

learn: (1) in which departments Chicano faculty are placed - Chicano studies, for example; (2) how far colleges have progressed in their affirmative action programs. CEEB should then make recommendations to the institutions based on its findings.

17) Financial aid applications should be made available at colleges, high schools and community agencies - not at the post office.

18) Chicanos should be sent into communities to recruit Chicanos for college.

19) Emphasis should be put on early application for financial aid for minority students.

Recommendations from the

Phoenix Action Conference

1) The Governor of Arizona should appoint Chicanos to the Board of Regents and the State Board of Education.

2) CEEB membership should include Arizona State University, Arizona Junior College System, and the University of Arizona.

3) Chicanos should have input into bilingual textbooks, they should be appointed to textbook committees.

4) Universities should be sufficiently committed to the Chicano cause to assume out of their own budgets the costs of programs temporarily funded by the government when the government funds expire.

5) Universities should use monies saved from three-year programs to establish courses relevant to minorities' interests.

6) Grass roots political action should be taken to make public education free from grades K through the bachelor's degree. Mexican Americans must be motivated to vote. Letters urging this political action should be sent to the leaders of Mexican American groups in the State.

7) Universities should actively solicit potential teachers for training from the communities.

8) There should be a better teacher/student ratio among Mexican Americans throughout all grade levels.

9) Institutions should meet their affirmative action goals with the advice and assistance of minorities.

10) CEEB should begin discussions with the Superintendents of Education, deans of colleges of education, etc. regarding workshops for junior high and high school counselors which will attempt to change their attitudes toward minorities. CEEB should subsequently follow up with deans in the counseling area of training. Support for these workshops should be sought from U.S.O.E.

11) Work-study students should be used as counselor aides.

12) Rigid requirements for counselors should be banned.

13) Present sources of funds should be utilized to provide Vista volunteers, students, etc., as counselors in high schools.

14) Teaching and learning styles should be changed to accommodate a child's background.

15) Schools should, on the basis of students' needs, commit themselves to hiring potential counselors and providing a special program for them whereby they are given credit for on-the-job experience.

16) At Arizona State University practice teaching should come first instead of last in the teacher training program as a device to weed out those who do not like teaching. Teacher institutes should concentrate on programs that upgrade teachers' skills, not their salaries.

17) Universities should reassess the criteria needed for administrators and reduce the number of credentials required.

18) Effective methods should be developed to evaluate institutions' commitments to programs for Mexican Americans. These would include an examination of their budgets to determine priorities.

19) The self image of minorities should be reinforced to counteract the failure syndrome.

20) Entrance requirements of colleges and universities should be made more relevant to the interests of those in their communities.

21) Recommendations 4 & 5 of the Committee received were heartily endorsed by participants of the Arizona meeting.

22) CEEB, with the Sociology Department of the University of Arizona should study the income/savings patterns for Mexican Americans as well as the transfer patterns of ethnic minorities in Arizona institutions.

23) Grants instead of loans should be made to MA students.

24) More minorities should be placed on advisory boards for programs in institutions and these boards should be given more power to affect change.

25) Talent Search programs should extend down to the 9th grade and should include parents.

26) There should be administrative internship programs at the campus level.

27) Pre-college programs should be instituted which offer courses for credit to minorities.

28) Better advising is needed to keep students from becoming over-committed to programs of study and rigorous courses immediately.

29) Students should be allowed to transfer both from 2-year into 4-year institutions and from 4-year into 2-year institutions. Their financial aid packages should be likewise transferable.

Recommendations from the

Denver Action Conference

1) Support should be given to GED programs to increase the number of Chicanos who are available for college.

2) Colleges should make efforts to have a GED program in their schools.

3) Consider GED as qualifying student to enter college.

4) Procedures should be established to permit early identification of students in high school who wish to continue their education after graduation.

5) Student aspirations and motivation in some way should be measured and used as a recruitment factor.

6) Universities should go to communities in an effort to display their relevance and to motivate non-traditional students to attend.

7) Get in touch with the parents to make them knowledgeable as to the opportunities for their children

8) Contact the Federation of Rocky Mountain States to include in their satellite which will be launched:

   Career Development and Guidance Program for Elementary and Secondary Students,

   Information concerning college opportunities

9) Establish counseling centers in the community.

10) Systematic evaluation of schools, with the possibility of more technical schools.

11) Because testing appears to be a block for Chicanos seeking college admission, there should be more research on testing and its validity, especially with respect to Chicanos.

12) Test scores, interviews and background information on the students should be used to show a pattern of probable success. Use of consultants in this area is encouraged.

13) Identify and publicize minority operations and programs that have been successful in the non-traditional means.

14) Strong recommendation to use news media for motivating and recruiting Chicano students; for example,

   Newspapers could print stories or reportings of the Chicano in education and radio and TV could make announcements in English and Spanish.

15) Publicity with news releases of the conference to the Governor.

16) Attention should be given to develop Special Services to help Chicanos academically once they enter college.

17) Colleges and other educational organizations should have more actual contact with the barrio.

18) Colleges should utilize the influence of the Catholic Church, priests and Catholic organizations in recruiting Chicano students.

19) There should be more Chicanos in admissions and financial aid.

20) Special attention should be given to GI's who are returning from the service; many minorities have served.

21) Encourage colleges to submit proposals for special programs to help Chicano students in colleges.

22) Coordinate requests within the college - if college is planning on starting Special Services and Upward Bound programs, efforts should be made to apply for more money in financial help to assist new students.

23) Make efforts to have Mexican Americans apply for jobs that open up in colleges.

24) Use work-study students to be a part of programs which will give them experience and direction.

25) Develop training programs with national agencies for an awareness program.

26) Employ a larger number of minority people in the student support area.

27) Establish a human relations/race relations program.

28) Make recommendations to the president/vice president, the business and financial director, as well as other key staff people.

29) Joint effort to work with minority associations to attend CEEB workshops.

30) In the university-without-walls area, use these students to gain in-service training and credit for an early identification.

31) Make an assessment of the needs of the minority students using a number of schools on a low-key, rational basis.

32) Increase the 3% that the university receives in handling student aid monies.

33) Focus on what the 3% should be used for - many universities abuse the use of the 3% and do not use it for administrative help in the financial aid office. Restrict schools through the use of guidelines to utilize the 3% for help in financial aid office.

34) Use college counselors for financial aid advising.

35) Investigate financial aid needs of the student.

36) Need exists for the financial aid officer to have cultural consideration of the Chicano student.

37) Investigate and write into the financial need analysis a realistic financial need of the Chicano student.

38) Approach Regents and Board of Trustees and educate them on Chicano needs in higher education.

    Send copy of CEEB report of Access to College for Mexican Americans in the Southwest to Board members.

39) Emphasis should be placed on who we hire in the financial aid office. Get effective people.

    Train work-study students to help in the admissions and financial aid offices.

40) Have the Office of Education offer assistance to high school counselors with information on financial aid programs in colleges.

41) Institutionalize the commitment of Chicano personnel on the faculty.

42) Recruit at the graduate school level. Hire a Chicano, but release him to pursue further graduate studies.

43) Give the Chicano time to finish PhD to make him fully qualified.

44) Steps should be taken to insure that a member of a minority group is a member of the Higher Education Board.

45) Submit names of minority individuals to the governor for appointment to the college governing boards.

46) Get on program of college admission officer conferences and point out the findings and recommendations of this study.

Recommendations from the

Albuquerque Action Conference

1) Initial counseling about higher education at lower levels - junior high level.

2) Today's reports should go to every higher education group in state - Regents, legislature, boards, etc.

3) Get universities to commit own budgets - get off "soft" money.

4) Get more Chicanos to enroll in science and technical areas.

5) A state level coordinating board is needed to coordinate two-year and four-year education. It could represent all New Mexico institutions.

6) Train and sensitize faculties on need for cultural awareness.

7) Improve post-secondary counseling (how to motivate students to use) - start sooner in schools.

8) Use community agencies better and more to provide information for Mexican American/Chicanos.

9) Use faculty, students, alumni more in recruitment of minority students.

10) Disseminate this report information widely to faculties.

11) Minorities represented on Boards of Regents, etc.

12) A need to update transfer policies and accrediting agencies need to update procedures.

13) Strong statement from this study to Congress to fund programs at approved levels - would aid access at all levels.

14) Financial packaging - need better way to handle grant and earnings separately from loans.

15) Student and parents resources should be considered as matching in Federal programs.

16) Two-week workshop with credit by institutions in New Mexico to give high school counselors training in financial aid - more to work with N.E.A. on this to get teachers more aware of problems in counseling and financial aid.

17) OE should monitor institutions more closely on use of funds for minority programs.

18) Establish a statewide curriculum committee to oversee or coordinate credits in all areas - assure uniform credit and evaluation.

19) Use students who have graduated to return to community for counseling, etc. with parents and students.

20) Caution on overstating demands and suggestions - set some priorities - all can't be done at once.

Recommendations from the

Austin Action Conference

1) Senior institutions should be encouraged to set aside student aid funds or obtain additional student aid funds for:

   Conditionally (probation) admitted students allowed to enter only in the spring and summer sessions.

   Transfer students coming in at the junior year.

   Senior institutions need to provide programs for minority students and institutional representatives to visit high schools and community colleges to explain procedures for admission and financial aid available.

2) Desired Outcome - Rewording of Committee Recommendation 2:

   Because both the nation and the Mexican American community need Mexican Americans in positions of leadership and because the B.A. remains perhaps the best way to gain access to such positions, admissions requirements and procedures should be re-evaluated and modified within the role and scope of the institution to make possible increased representation of minority groups by modifications such as conditional admission programs and the use of alternative methods of evaluating probability of successful college performance.

3) For transfer students there is a need for senior colleges to improve communications with community colleges on course transferability and early identification of students who will need financial aid upon transfer. State Coordinating Boards should provide assistance in both of these areas. This program could be carried out through a workshop among appropriate senior colleges, community colleges, high schools, and junior high schools. State Coordinating Boards should assist in the implementation of these workshops.

4) The Coordinating Board should set down some guidelines as to admissions policies that would include valid criteria upon which to predict minority students' success upon admittance.

5) An objective commitment has to come from the top management group of any institution along with a sufficient budget. To staff financial aid offices adequately, these financial aid offices should include professional counseling services.

6) These recommendations should be disseminated through the Council of Presidents and the Texas Association of College and University Business Officers.

7) Applications for financial aid should have flexible deadline dates such that students are not left without aid because they filed their applications late.

8) Higher education has to make an effort to disseminate information that was issued by the Civil Rights Commission as listed on Page 38 of Higher Education Surveys Report No. 6. These reports are:

   a. U.S. Commission on Civil Rights. Ethnic Isolation of Mexican

Americans in the Public Schools of the Southwest. Mexican American Education Study, Report I. Washington, D.C.: U. S. Commission on Civil Rights, 1970a.

b. U.S. Commission on Civil Rights. The Unfinished Education: Outcomes for Minorities in the Five Southwestern States. Mexican American Educational Series, Report II. Washington, D.C.: U.S. Commission on Civil Rights, 1970b.

c. U.S. Commission on Civil Rights. The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest. Mexican American Education Study, Report III. Washington, D.C.: U.S. Commission on Civil Rights, 1972.

9) That a systematic effort be made to inform parents of financial aid that is available to students, to include some aid designed to relieve financial demands that are imposed upon students because of poverty conditions at home.

10) That a systematic method be designed to bring political influence to bear on those responsible for influencing financial aid.

11) That private foundations be made sensitive to the existing needs of the Chicanos.

12) That the idea of spearheading a foundation that is to dedicate its efforts, at least in its early years solely to aiding the needs of Chicano youths, be circulated. This foundation could be initiated by contacting regional organizations at the beginning, and on to a state level, and eventually a national level.

13) That a more concentrated effort be made at making high school counselors more aware of the academic as well as the financial needs of Chicano students.

14) That we enjoin the Legislature of the State of Texas to direct that a joint effort be made by the State Board of Education and the State Coordinating Board for Higher Education to establish and coordinate an effective plan for remedial work on the elementary, secondary, and higher educational levels throughout the state.

15) That this body might recommend to the Commissioner of the Coordinating Board of Texas Colleges and Universities to publish occasional articles in the body's monthly newsletter citing successful efforts by individual schools to reach out to youth and adults in the community to encourage them in their educational advancement.

16) That cooperative efforts be made between secondary and college levels to improve the preparation of teachers to deal effectively with elementary and secondary school students from bilingual and bi-cultural backgrounds to decrease their drop-out rate and provide better preparation for college attendance.

17) Recommended that in Texas all institutions be flexible in their indices of degree requirements and provide enough options to meet the needs of all students enrolled above high school level. This would include coordination in transfer of credits, quality of courses, personal counseling, etc.

18) Recommendation to hire Mexican American Financial Aid Officers - B.A. minimum; need someone who communicates with Mexican Americans; need to spell out that Mexican Americans to fill such positions are available; any Mexican American sensitive to needs of Mexican Americans should qualify.

19) Recommendation to hire Mexican Americans to regular institutional positions, not just "special" program positions funded by Federal government. Institutions must make commitment and contributions to continuing programs initiated through Federal funds. Institutional funds should keep programs going. Programs must provide feedback to administration as to what the college is doing wrong or what the problem is; hopefully leading to changes in the curriculum.

20) Special programs should be directed by individuals with academic rank to be released to run programs. Should have faculty status! Need to start with academic rank! Need Mexican Americans with Masters in teaching fields; not education. From academic can move into administrative positions.

21) Recruit Mexican Americans from graduate schools, do not simply wait for them to apply. Recruit from own graduate schools to fill positions in the universities.

22) Seek Foundational and governmental funds to aid in recruiting Mexican American undergraduates to pursue graduate training in college teaching in specific academic fields, not in education.

23) Existing committee suggestions are good!

24) Senior colleges (first two years) should be more junior college oriented; possibly junior colleges should be more senior college oriented. Senior colleges should broaden their standards.